DOCUMENT RESUME

ED 065 828 CG 400 068

AUTHOR	Walz, Garry, Ed.; And Others
TITLE	Communique: News Sheet for School Counselors. Volume 2, Number 1.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2487
PUB DATE	Sep 72
CONTRACT	OEC-3-6-002487015 79(010)
NOTE	8p.
AVAILABLE FROM	ERIC/CAPS; School of Education, Room 2108 School of Education, Ann Arbor, Michigan 48107 ($0.50 per copy and $3.00 for 9 issues)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Counseling; Counselor Functions; Counselors; *Educational Counseling; *Elementary School Counseling; Guidance Personnel; *Publications; Pupil Personnel Services; *Vocational Counseling

ABSTRACT

This issue of Communique, published by the ERIC Counseling and Personnel Services Information Center deals with several topics of interest to practicing counselors. The first article deals with assisting student jobseekers. A new column entitled Vibrations briefly covers new developments in various areas of counseling and recent research. The final article concerns itself with the counselor as consultant to classroom teachers. (BW)

ED 065828

communique

resources for practicing counselors

September 1972
Vol. 2, No. 1

VIBRATIONS!

a new column appearing in this issue on pg. 3

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

exemplary practices

Assisting Student Job-Seekers

Too often students who are in school and those who leave are not really aware of some of the basic steps involved in seeking and obtaining employment. Counselors can initiate awareness by helping interested students prepare personal folders which offer students incentive and the information they need to enter the job market. The activities involved in preparing this folder can teach students some of the basic techniques involved in obtaining employment. The outline presented here can be modified according to the needs of the students seeking jobs and the extent to which a counselor wishes to utilize this approach.

CG 100 064

Offering the Service

1. Advertise the service in an orientation session, in the school newspaper, over the public address system or in a general class meeting or assembly. Example: Are you seeking part-time employment or planning to seek fulltime employment in the near future? Your counseling service has prepared material to help you in your search. If you are willing to spend two hours a week for the next six weeks, this service will help you to organize the information you need to learn about yourself and show you how to use this information to find employment.
2. Arrange the students' time and your time, then organize the student job-seekers into groups of six or eight who can meet for approximately one hour each week.
3. Provide each student with a folder which contains the material you select as necessary for the naive job-seeker. A minimal amount of material, sharply focused, is best

—too much material may overwhelm the student and decrease the impact of your approach.

If you use the materials suggested in this outline, you will need: (1) cover sheet and six exercise sheets, (2) application for social security number and one paragraph of directions for obtaining social security number locally, (3) list of testing services and occupational information available at your institution, (4) model resume and letter of application, plus a brief (no more than one page) set of directions for writing each, and (5) job application form.

The cover letter and six exercise sheets are reproduced here for your use and modification, should you decide to implement this service.

Cover Letter for Students

This counseling service is designed to help you look at yourself, recognize your personal strengths and weaknesses, and use that knowledge in seeking either permanent or temporary employment. Furthermore, this service should help you organize the skills necessary both for seeking employment and convincing a prospective employer that you are a good candidate for the job.

The following Skill-Developing Exercises will guide you. Each exercise sheet will describe what you should do to prepare for the weekly group meeting and the type of activity the group will engage in. One sheet covers the preparation and activities for one week. Thus, six weeks from the beginning session, you should be prepared to seek the employment of your choice.

As you complete each exercise be sure to return it to your folder. Although the folder is yours to keep and use, you will need the information from each exercise in order to move on to the next exercise.

Skill Development Exercises—Week One

Goal: The exercises in this sheet are designed to help you look at yourself, make appraisals, and describe yourself to other people.

Preparation Exercises

Exercise One: Write an essay describing yourself. This essay can be long or short, but please try to include as much of the following kinds of information as you would be comfortable sharing with other people: your goals, your abilities, your values, your future plans, your hobbies or leisure time activities, your reactions to school subjects, the things which please or displease you most. (one hour)

Exercise Two: Take a few more minutes and think about yourself. Then list what you believe are five of your real strengths and five of your real weaknesses. (20 minutes)

Exercise Three: Discuss this list with your parents, teachers, or friends to see if their perception of you agrees with the appraisal that you made. When there is agreement with what you have listed, put a plus by the item; when there is disagreement, put a minus by the item.

Group Activities

Be prepared to discuss your appraisal of yourself. Also be prepared to discuss the following terms; life style, interests, aptitudes, and skills.

Optional Activities

Exercise One: Select from the tests available, one you would like to take and make arrangements to discuss the results with a counselor.

Exercise Two: Make arrangements to discuss your essay, your lists of strengths and weaknesses, and the reactions of others with a counselor.

Skill Development Exercises—Week Two

Goal: These exercises should help you put occupational opportunities into your own personal perspective.

Preparation Exercises

Exercise One: Write a definition of the following terms: life style, aptitudes, interests, and skills. (20 minutes)

Exercise Two: List your four strongest aptitudes and your four strongest interests. (10 minutes)

Exercise Three: List three to five kinds of employment you think you might be interested in seeking. (20 minutes)

Exercise Four: Write a short paragraph about each kind of position selected. Describe briefly what tasks a person in each job would perform, working conditions, approximate salary, training or skills needed, and the opportunities for advancement or additional training that the job affords.

Group Activities

Be prepared to discuss the employment you have selected as it pertains to your values, preferences, aptitudes, skills, and the purpose you want it to serve.

Optional Exercises

Exercise One: Using the occupational information available from the counseling office, explore the employment positions you have selected.

Exercise Two: Using the occupational information available from the counseling office, explore some new occupational ideas that seem to match your interests and abilities.

Exercise Three: Interview someone who already works in the position you are thinking of seeking.

Skill Development Exercises—Week Three

Goal: These exercises are geared to help you assemble and begin to organize the information you need to search for a job.

Preparation Exercises

Exercise One: If you do not already have a social security number, use the directions given in this folder to get one.

Exercise Two: Obtain a copy of your school transcript and put it in your folder.

Exercise Three: Get the name and addresses of three or four people who know you well and could comment with some authority on your abilities and personal strengths.

Exercise Four: Fill out the General Job Application form which is included in the folder.

Group Activities

Be prepared to discuss the following questions:

1. How does one select references when applying for a job?
2. What is the purpose of the resume?
3. What is the purpose of the letter of application?
4. How can one slant the personal information, descriptions of skills and abilities, education, and work experience given in the resume so that it will be both attractive to employers and honest?

Skill Development Exercises—Week Four

Goal: These exercises are designed to organize the material you now have and put it into useable form.

Preparation Exercises

Exercise One: Using the information you have about your interests, abilities, and skills, as well as your future plans and the time you have available, select from the classified ads section of the newspaper an ad that you feel you might be interested in pursuing.

Exercise Two: Using (1) the directions for writing resumes and letters of application and the models provided, and (2) the personal information you have assembled in your folder, write a personal resume and a letter of application.

Group Activities

Be prepared to discuss your resume and letter of application —focusing the discussion on how a potential employer would react to your resume and letter of application.

Skill Development Exercises—Week Five

Goal: These exercises are designed to prepare you to make the best possible impression on a potential employer and to make your own assessment of the opportunity offered.

Preparation Exercises

Exercise One: Make any changes you believe would be in your best interest in your resume or letter of application.

Exercise Two: Write down five personal characteristics that you believe most employers would like to have in their employees—and write down the kind of question an employer might ask to get information about each of these characteristics.

Exercise Three: Make another list of questions a job-seeker might want to ask a potential employer.

Group Activities

Be prepared to discuss the purposes of interviewing for both employees and employers.

Skill Development Exercises—Week Six

Goal: These activities are designed to help you practice and polish your employment interviewing skills.

Preparation Exercises

Exercise One: List what you believe would be the best ten questions an employer could ask a potential employee.

Exercise Two: List five good questions a job-seeker might ask the potential employer.

Exercise Three: Interview one of your group members for a job, pretending you are an employer and using your questions.

Exercise Four: Be interviewed by another group member, pretending you are the job-seeker and using your questions.

Group Activities

Be prepared to discuss and reenact parts of your interviews with the total group.

VIBRATIONS

Ah! September is upon us! Another school year is underway. Again counselors will be faced with a multitude of professional problems and issues ranging from bridging the communication gap between parents, teachers, students, and administration to developing relevant career guidance programs. Issues such as accountability, relevant drug education, planning programs, refining and upgrading professional status, and assisting minorities still face those in the helping professions at all educational levels. Let's make this the year for major changes within the profession. Hopefully, this column will assist you with this undertaking. Look for "Vibrations" in each issue of **Communique.**

Florida, Ohio Upgrade Guidance Services

Florida and Ohio appear to be making great strides in improving guidance services in the elementary schools. In Florida, educators, lawmakers, and community service workers have organized in an attempt to upgrade guidance and counseling programs at the elementary level. A Statewide Task Force on Elementary Guidance has been established to evaluate "need areas" and to propose legislation As a result of these efforts, legislators have proposed a significant increase in new elementary school counselor positions. The number of elementary school counselors in Florida has grown from 9 in 1965-1966 to 224 in 1970-1971 and 244 in 1971-1972.

The legislative program in Ohio has also been quite successful, and for the first time guidance and counseling funding units have been included in the state foundation program.

The activities in both Florida and Ohio seem to represent exemplary action models worthy of replication throughout the nation at the state as well as the local level. Strategies employed by both states need not be confined to the elementary level, but are also relevant for secondary school counselors and others in the helping professions in the public schools. For a position paper on the "Florida Plan" contact Billie Henry, Department of Education, Tallahassee, Florida 32304; those interested in Ohio activities should write Keith Barnes, President, Ohio School Counselor Association, Columbus Board of Education, 270 East State Street, Columbus, Ohio 43215.

Counseling Growing In Elementary Schools

Research efforts by William Van Hoose and Jon Carlson indicate that despite lack of federal monies, guidance and counseling services in elementary schools continue to increase. Their study, completed in March 1971, shows that a total of 7,982 counselors are now serving in elementary schools in 50 states, the District of Columbia, and the Virgin Islands. The majority of these counselors are supported by local funds. Details on the study can be obtained from Jon Carlson, Governors State University, Park Forest South, Illinois 60466.

College Entrance Exam Board Has Two New Publications for 1972-73

Counselors working directly with adults will be pleased to know that there is a "how to book" for adults who want to pick up their education where they left off. Entitled **The New York Times Guide to Continuing Education in America** (Frances Coombs Thompson, Editor) the book was prepared by the College Board publications staff and published by Quadrangle Books. The book is designed for the adult who wants to continue his education for academic credit, professional advancement, or for the pleasure of learning. Counselors may wish to use this guide as an addition to other career and educational planning materials. The book is $12.50 per copy and may be ordered by writing Quadrangle Books, 330 Madison Ave., New York, NY. 10017.

Junior high and high school counselors should keep an eye open for the second publication on entrance to higher education, also published by the College Entrance Examination Board. This unique guide to pertinent sources of current information on all aspects of access to higher education is scheduled to appear in the fall. It selects, organizes, and describes 1,500 major publications, important programs, and influential organizations from many disciplines. One of its major features is a new taxonomy which provides a comprehensive framework for thinking about the whole process of access to higher education. The price of the guide (yet untitled) will be approximately $15. Those who would like to reserve a copy may do so by writing: Editorial Offices, College Entrance Examination Board, 888 Seventh Avenue, New York, NY. 10019.

New Questionnaire Expands Admissions Testing Program

The Admissions Testing Program (ATP), probably the most widely used of all College Board programs, has been expanded this year by the introduction of the Student Description Questionnaire (SDQ) and by the development of more inclusive ATP

reports for students, high schools, colleges, and scholarship sponsors. In the past, the ATP consisted of the Scholastic Aptitude Test (SAT), which measures verbal and mathematical abilities, and 15 subject-matter Achievement Tests. In the past, counselors and students complained that the SAT and Achievement Tests have not always portrayed a student's true academic potential. In response to this concern, students now have the option of adding other information to the reported test scores by responding to some or all SDQ questions concerning their abilities, activities, backgrounds, interests and plans. Through its expansion ATP hopes to provide the college admissions counselor with a more concise picture of a student's academic ability and interests. ATP plans to provide SDQ information to all public schools and colleges that use its services. School counselors and college admissions officers are being urged to disseminate information to parents, teachers, and students regarding the expanded American Testing Program.

College Locator Service Ready for Fall

A new guidance resource will be available to counselors and their students beginning in the fall of 1972 when the College Locator Service (CLS) goes into operation. A student who participates in CLS will complete a Student Response Form, asking for his or her educational and personal preferences for certain college characteristics. Responses will then be compared with a college information data bank provided by some 2,000 two and four year institutions and a report will be produced for the student. The CLS report identifies and describes 30 colleges that best correspond to each individual's specifications. The Locator complements the **College Handbook** as a service to inform students about educational opportunities beyond high school. The student fee for CLS is $9.00. Watch for program materials describing this new service which will be mailed to all secondary schools this fall.

Now You Can Dial-a-Job!

Federal job information for your students is now only a toll-free phone call away. A recently implemented telephone network allows counselors to call the Federal Job Information Center of the U.S. Civil Service Commission to learn of existing Federal job opportunities for both high school and college graduates. Though the network is not yet operational in Alaska, California, Hawaii, or Rhode Island—it can be used right now by school counselors in any of the other 46 states and will soon be available in all 50 states. Dial 800-555-1212 for the toll-free number which serves your state and start providing your clients with the latest information on the jobs they can apply for now!

EDRS Ordering Instructions

References in this publication that have an ED number may be ordered from the ERIC Document Reproduction Service (EDRS), P.O. Drawer O, Bethesda, Md. 20014. To order ED materials, furnish: the ED number of the document; the type of reproduction desired—photo copy (HC) or microfiche (MF); the number of copies being ordered. All orders must be in writing. Payment must accompany orders under $10.00. Residents of Illinois and Maryland should include the appropriate sales tax or a tax exemption certificate.

RESEARCH FROM THE IVORY TOWER (DISSERTATIONS)

Students' personal values have changed substantially over the last twelve years. This conclusion was drawn from a research study conducted at Ohio State University. This project examined changes of value patterns which occurred among freshman education students at Ohio State University over a period of twelve years. In 1958, the Allport-Bernon-Lindzey Study of Values was administered to entering freshman education students as a part of the study. As a followup, the same measurement was administered to 690 freshman education students enrolled at Ohio State during the academic year 1970-71. In addition, students were asked to complete a personal data questionnaire which assessed such information as the size of their home towns, parents' education, high school rank, etc. It was discovered that, within the 1970 study group, students generally exhibited different value patterns depending upon their personal data category. For example, students from smaller home communities tended to score higher in the religious category of the Study of Values than students from larger home communities. A major conclusion from the data was that the values of students entering education at Ohio State University have changed significantly over a 12 year period. Whereas students in the 1958 group placed emphasis on religious values, students in the 1970 group ranked highest the social and political value categories.

Dissertation Abstracts International, 32(7), p.3706-A●

What are the major factors affecting the vocational development of elementary school children? In a recent research project the answer to this question was investigated by evaluating the nature of the interrelationships of self-concept, occupational prestige, occupational preference, occupational perception, occupational-choice behavior, socio-economic class, sex, and age. The sample was comprised of 570 eight and ten year old boys and girls from five socio-economic school settings. The Piers-Harris Self-Concept Scale, Occupational Choice Essay, and Index of Social Position were the major testing instruments used. The following findings were reported: (1) Significant socio-economic class, sex and age differences were found for self-concept. Self-concept appeared to increase positively with

age for both boys and girls from the upper-middle socio-economic setting. Self-concept was stable for children in the middle class school, but appeared to become less positive with age for children from lower-middle, working and lower class school settings. (2) Significant socio-economic class, sex, and age differences were found for occupational prestige. Ten year old boys selected higher status occupations than eight year old boys. The prestige level of occupational choices were lower for ten year old girls than for eight year old girls. Ten year old boys chose more semi-professional, professional and managerial occupations than did eight year old boys. Girls chose more skilled, semi-skilled and unskilled occupations at ten than at eight. (3) A significant triple interaction effect by socio-economic class, sex, and age occurred for occupational preference. Eight year old boys, except for upper-middle class, preferred occupations in service, business contact, and organizational areas. Ten year old boys chose occupations in scientific and general cultural preference areas. Girls, except for upper-middle and lower class, were found to have occupational preference trends opposite from those of the boys. (4) Significant socio-economic class, sex, and age differences were found for occupational perception and choice. Girls, except for the lower-middle class, demonstrated more knowledge of their occupational choices than did boys. (5) Girls at eight and ten years of age, and from all socio-economic settings, limited themselves much more in their range of occupational choice than did the boys. More than half of both the eight and ten year old girls chose teacher, nurse, or housewife as an occupation.

Dissertation Abstracts International, 32(7), p.3681-A●

Comment: There are two major conclusions that can be drawn from this study: (1) Socio-economic status greatly influences the career development process and (2) even at the tender age of 8 and 10, most females are already responding to the stereotypic classification of work roles which limit their aspirations and interests to those that have been traditionally accepted as appropriate. Elementary school counselors must design programs which present and legitimize the new roles that modern women play.

Are feelings of sexual guilt related to preference for subtle or explicit sexual humor? A recent dissertation study tested the notion that sexually aroused males who are guilty about sex or who have a high expectancy for censure regarding sexual behavior will prefer subtle to explicit sexual humor because of its tension-reducing properties. Ninety-six male university students, half of whom were identified as being sex-guilty and half of whom were identified as being low on sexual guilt were presented with sexual or neutral stimuli. After viewing exotic photographs and landscapes, the subjects discussed in a role playing situation whether they had been sexually stimulated and were also asked to convey their expectancies concerning the level of censure they might receive from others regarding their sexual behavior. All subjects also rated explicit and subtle sexual cartoons for funniness. It was found that when sexual stimuli was presented, those individuals with high sex guilt avoided responding directly to questions specifically related to personal sexual feelings. In addition, expectancies for censure had no effect on the subject's humor preference.

Dissertation Abstracts International, 32(8), p.4869-B●

Comment: To what degree should the counselor confront his client's anxieties in a therapeutic situation? As this study implies, if the client is to fully express his personal thoughts, the counselor must create an environment that is neutral in terms of the client's concerns. Confrontation, as an initial approach, may block honest expression.

RESEARCH FROM YOUR BUSY COLLEAGUES (JOURNALS)

A traditionally-structured classroom may be easy on the teacher, but it is not likely to be as good for the students. Results of a study of college freshmen indicate that those students who came from highly innovative high schools tended, as a group, to achieve much better during their first year at college than did those who came from more traditional learning environments. It appears that innovative approaches create more independence in students, thereby better preparing them for the less structured college experience.

College Student Journal, 6(1) p.78-83●

Kids used to do it occasionally behind the barn, now they smoke just about anywhere, anytime. A recent study of 1,200 secondary school students has found that the more regularly they smoke, the less readily they seem able to reduce their use of tobacco, despite the lack of cigarette advertising on radio and television. Anti-smoking health education programs at the high school level apparently come too late for many youngsters who find themselves 'hooked" by the time they are sixteen.

Journal of School Health, 42(1) p.47-52●

RESEARCH FROM THE FIELD (FUNDED AND PRIVATE PROJECTS)

Your mother may love you even if you aren't beautiful, and your grandchildren will love you when you're old and gray, but the rest of the world is not quite so charitable. Teachers were asked to estimate, from a fifth grader's report card to which had been attached a photo of either an attractive boy or girl or an unattractive boy or girl, their best estimates of that child's intelligence, his relationships to his peers, his parents' interests in his academic achievement and his educational potential. The results indicate that, on all four dependent measures, teacher expectations are significantly higher for the attractive children than for the unattractive ones, suggesting the strong need for teachers to strive consciously to overcome their biases against youngsters who have not been blessed with natural good looks.

ED 056 348 MF$0.65 HC$3.29●

Tell someone once or twice that he can't hack it and he'll most likely work twice as hard just to prove you wrong. Type-cast him permanently, and he'll soon conform to your lowered estimate of his ability. A study of 260 females attending Catholic high school was designed to determine the interaction, over time, between ability grouping and personality variables. Results of administering two standardized personality instruments, plus several specially-designed scales, indicated that the girls assigned to the lower ability track had a lower need for achievement but a higher need not to fail. This somewhat negative need was accompanied by a fairly high measure of test anxiety, compared to girls in the upper track. In addition, the girls in the lower track actually experienced a reduction in their levels of aspiration over a period of time, suggesting that people become what others expect them to.

ED 056 MF$0.65 HC$2.29●

Comment It is unfortunate that attempts to accommodate individual differences in learning should result in lower levels of aspiration for a sizable percentage of the students being served. Be alert to the possibility of negative side effects in such an approach.

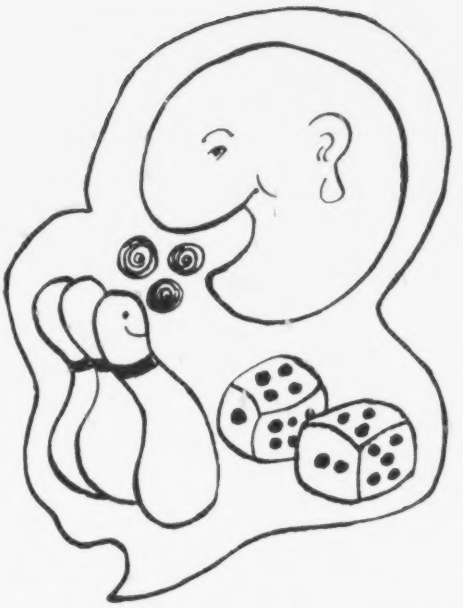
No matter how you wrap the package, some kids aren't going to remember what's inside. A study which sought to examine the effects of two competitive treatments on mean classroom performance, interest and retention, randomly assigned 65 fifth grade classrooms to one of three conditions—control, competition with reward, and competition in a game setting. Results indicated that, contrary to prediction, neither performance nor retention was increased under the two competitive treatments. Interest, however, increased significantly.

ED 056 355 MF$.65 HC$3.29●

Comment: Like teachers, counselors need to strive to overcome those biases that work against the less attractive client. However, counselors might also be able to apply positive reinforcement to the client which would help the client recognize his own genuinely attractive qualities and encourage him to exhibit these more publicly.

materials

Developing Verbal Skills Through Games



Helping students develop verbal self-expression skills is one of the most difficult tasks facing school counselors and teachers. In response to this concern, Gene Stanford and Barbara Dodds Stanford have developed a paperback text titled **Learning Discussion Skills through Games,** written to assist both school counselors and teachers working with groups of intermediate grade students. The authors believe that the ability to discuss effectively is a skill that can be learned and practiced. Games are offered in sequence according to the skill to be developed, beginning with the getting acquainted skill and following with recognizing, listening, perceiving, responding, and arriving at consensus. Remedial exercises are presented for use with 15 different problems that may be encountered in the games. For example, suggested activities for the hostile, overly aggressive group are exercises in controlled conflict, silence, listening in depth, deemphasizing disagreement, and obtaining feedback. The authors suggest that while most of the games are more suitable for the upper grades, the philosophy and sequencing can be readily adapted for fourth, fifth, and sixth grade students. The cost of this guide is $1.65 per copy. To order, write:
Citation Press, Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, New Jersey, Book order number 9016.

interview behavior

Sometimes, during the course of a counseling session, verbal exchanges take place which help us understand ourselves, our clients, or the world a little better—many of these exchanges provide the counselor with some new insight or illuminate a previously nebulous issue. Others, because they amuse, can help a counselor overcome depression or a feeling of being buried in problems and details.

Communique wants to share these brief moments of humor or insight more broadly. So, in December, Communique will introduce a new column called Interview Behavior—a column which presents brief exchanges between counselors, teachers, students, and administrators which are worth sharing with others. If you have recently been informed or amused by some short interchange, won't you write a brief summary of the dialogue or situation and send it to Communique, 2108 School of Education, University of Michigan, Ann Arbor, Michigan 48104.

The Counselor as Consultant to Classroom Teachers

The teacher, particularly the elementary school teacher, cannot send a constant stream of disruptive youngsters to see the principal or the counselor. This procedure is not only unfeasible but is often positively reinforcing to the youngster who sees the "trip" as an ego-satisfying experience rather than a punishment. What is a preferable alternative?

Increasingly, teachers are seeking out counselors and school psychologists to help them alter classroom responses and encourage more desirable behaviors. You, as a counselor, need to be aware of the ways in which you can support and enlarge teachers' efforts.

Behavior reinforcement is certainly not a new concept. Behavior is always being reinforced. The point at issue is whether it is being reinforced positively or negatively. Most of us tend to ignore acceptable behavior and react to undesirable behavior, thereby unwittingly reinforcing the undesirable behavior. To work with teachers in programs of positive reinforcement, you should help them consider the following points:

1. Future behavior is conditioned by current response. If reinforcement is offered immediately following the behavior, the behavior will most likely be repeated. Often, what the teacher regards as negative reinforcement (scolding, punishment) is actually an attention-getting source of positive reinforcement for the youngster. If, however, positive and approving reinforcement can be offered following desirable behavior, that behavior will probably be repeated.

2. Some behavior changes cannot be expected to take place in one step. A youngster who yells out a dozen times a day is not likely to stop "cold turkey." However, he can and should receive approval for eliminating some of the disruptions so that gradually he can reshape his behavior to include minimal disruptions. Remember, improvements should be strongly reinforced as they are "first steps" in a chain of behavior amelioration. You should encourage the teacher to "accentuate the positive" and virtually "eliminate the negative" in order to produce behaviors desirable for learning.

3. Not all behavior which the teacher considers annoying is actually harmful to the learning environment. You should encourage teachers to consider not only their personal values but the value orientation of their pupils before deciding on behavioral goals. Freedoms and responsibilities should be thoughtfully discussed by both teacher and pupils, with specific, clear and fair rules established, in which pupil input receives recognition. While a teacher may feel that whispering among classmates is not conducive to the productivity of the others, the class may feel that this type of communication is both necessary and helpful.

The counselor should meet with the teacher to discuss her concerns. She should observe the class to identify specific behaviors, so that she and the teacher can subsequently develop an objective record of a particular behavior on the part of a "problem" child. (It is not enough to know that Joey is "a nuisance." You must know that Joey leaves his seat several times each hour.)

Charts are generally used for such baseline observations, and for subsequent periods, to determine the effectiveness of a particular reinforcer. Such a chart should cover four periods: (1) the baseline period, covering daily observations of the unproductive behavior for several weeks; (2) the reinforcement period, covering a period of time for which positive reinforcement is presented; (3) the reversal period, covering several days during which time the reinforcement is discontinued to determine if, in fact, it has produced altered behavior; and (4) the reinforcement return period, during which time the successful reinforcer is again offered.

The counselor should help the teacher to establish individual reinforcers for the various members of her class. What will provide encouragement for one youngster may cause embarrassment for another. (Jane may welcome public praise whereas John may consider it painful before his friends.) Some possible reinforcers are: (1) teacher approval, either public or private; (2) class approval; (3) privileges; (4) tangible rewards such as candy, food, or tokens to be credited toward desired prizes.

As previously noted, not all reinforcement need be positive, although it is certainly of more lasting benefit to increase desirable behavior than merely to decrease undesirable behavior. There are instances when merely ignoring (not reinforcing) a behavior will extinguish it. If the behavior is not harmful to the student, other class members or the teacher, then immediately applied ignoring will help eliminate inappropriate responses. To effect more permanent improvement, the teacher should be encouraged to reinforce a productive behavior in place of the ignored unproductive behavior. If Joey leaves his seat repeatedly, but does no harm, he may be ignored. If he sits in his seat for any period of time, however brief, he should be positively reinforced. Such reinforcement will undoubtedly increase his periods of remaining seated.

Of course, there are some behaviors which cannot be ignored. Physical—or even verbal—abuse should not be tolerated. Swift isolation for the offender removes him from the support of his peers, thereby reducing the possibility of inadvertent positive rein-

forcement. Removal for a limited time to a quiet, secluded place in the room, to the counselor's office or to the nurse's office (where no special attentions should be offered) can be effective in extinguishing harmful behaviors. The procedure is doubly reinforced if a genuine positive reinforcement can be presented soon after the child's return to the regular classroom. As a counselor, you must always alert the teacher to the need for immediate positive reinforcement as a viable and easily-effected method of increasing productive behaviors.

To summarize the part of a counselor in consulting with a teacher on problems of unproductive classroom behavior:

1. Help the teacher establish goals for her students which are compatible with her value orientation as well as theirs.

2. Encourage her to make short, precise rules for classroom behavior, giving consideration to class input.

3. Observe and record classroom behaviors, and share your findings with the teacher in order to establish baseline data and progress charts.

4. Discuss possible methods to increase productive behavior for specific students initially, and for the group later on.

5. Help her diminish the instances of unproductive behavior, being sure she encourages a concomitant increase of productive behavior through proper reinforcement techniques.

Reinforcement is probably the most widely applicable, most successful, least expensive in both time and money, and most easily incorporated method of behavior modification available to school staff today. Counselors can reach many more students through consulting with teachers than they can through individual counseling. Often, too, peers provide just the proper additional and mutual support for a teacher in bringing about more desirable behavior not only for individuals but for the class as a whole.

As the song says, "You gotta accentuate the positive, eliminate the negative, latch on to the affirmative, and don't mess with Mr. In-Between!"

Bibliography

Sarason, Irwin G., Glaser, Edward M., and Fargo, George A. **Reinforcing Productive Classroom Behavior.** New York: Behavioral Publications, Inc., 1972.

Krumboltz, John D., Krumboltz, Helen. **Changing Children's Behavior.** Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1972.

Have You Ordered This CAPS Publication?

Impact

A stimulating interacting new magazine for all members of the helping professions. Fall issue will feature new intervention strategies and therapies that counselors can apply to their own setting. Future issues will deal with accountability, career guidance, the counselor and human sexuality and many more.

Use this form for NEW orders only

_____Impact (Six issues per year) @ $6.00 per year

_____Communique (Ten issues per year) @ $3.95 per year

NAME _____
(Please Print)

POSITION _____

ADDRESS _____

_____ ZIP_____

TELEPHONE _____

Return to: CAPS Publications
Room 2108
The School of Education
The University of Michigan
Ann Arbor, Michigan 48104

Enclose payment with order. No cash please.

Make checks payable to The University of Michigan.

Communique
ERIC CAPS
The School of Education
The University of Michigan
Ann Arbor, Michigan 48104

NON PROFIT
ORGANIZATION
U.S. Postage
PAID
Ann Arbor
Michigan
Permit No. 144

Communique is a publication of the ERIC Counseling and Personnel Services Information Center (ERIC/CAPS) and is published by The University of Michigan. Subscriptions to **Communique** (published monthly, September through June) are available at the rate of $3.95 per year (ten issues). Address correspondence and subscription information to:

Communique
The School of Education
The University of Michigan
Ann Arbor, Michigan 48104
(313) 764-9492

Information contained in this newsletter may be reprinted with permission from ERIC/CAPS.

Director and Editor-in-Chief, Garry Walz
Professional Editor, Marlene Pringle
Production Editor, Barbara Hobbie
Managing Editor, Ralph Banfield
Contributors: Carol Jaslow, Juliet Miller, Rita Mintz, Susan Kersch, Ron Kopita, Todd Areson, Mary Anderson

This newsletter was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.